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ABSTRACT

This document contains recommendations and the rationale for expansion of existing child care development center facilities at San Joaquin Delta College. Such expansion, in addition to providing immediate child care to children of parents enrolled at the college, would provide vocational training and in-service training opportunities, and would provide a learning laboratory for classes both within the college and from other institutions. Alternative facilities, with an on-campus location preferred, are described. It is proposed that the facility charge for its services on a sliding scale basis. Additional funding could be anticipated from internal college sources and from external agencies. A projected itemized operating budget is included as is a list of other colleges with child care facilities. Summary information on organization, staffing, and operating budgets of child care centers at 11 other California community college campuses is attached. (Author/JDS)

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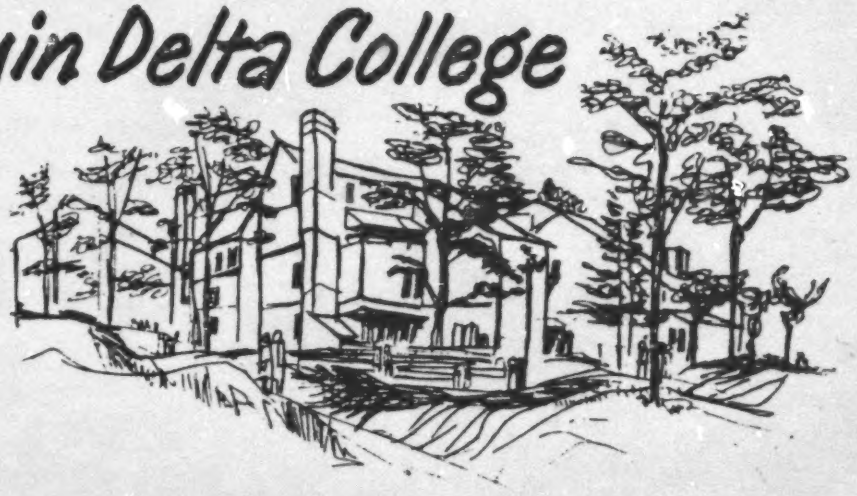

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Feasibility Study for Expansion of

CHILD DEVELOPMENT CENTER

November 1, 1976

ASSEMBLED BY: Dr. Naomi Fitch, Office of Instruction
San Joaquin Delta College, Stockton, California

JC 770 010

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The following persons have contributed information and suggestions for use in this study:

Mrs. Alice Harris, Delta College
Instructor, Early Childhood Education

Mrs. Tena Carr, Delta College
Instructor, Early Child Development Center

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Supervisor, Head Start Program

Mrs. Evelyn Wilson, Stockton Unified School District
Supervisor, Early Childhood Education

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Women's Programs

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Beverly Fitch McCarthy
Gladys McGurk
Joan Ray
Gloria Dawang

Mr. Robert Morrow, University of the Pacific
Early Childhood Education

RECOMMENDATIONS FOR AN EXPANSION OF THE CHILD DEVELOPMENT CENTER

The demand for workers trained in fields related to child development is reported by the State of California, Employment Development Department for Northern California Employment Data and Research Section, as follows:

JOB OPPORTUNITIES RELATED TO CHILD DEVELOPMENT TRAINING

STOCKTON--SAN JOAQUIN COUNTY AREA
(See map on page 2)

DEMAND COMPARATIVE STUDY

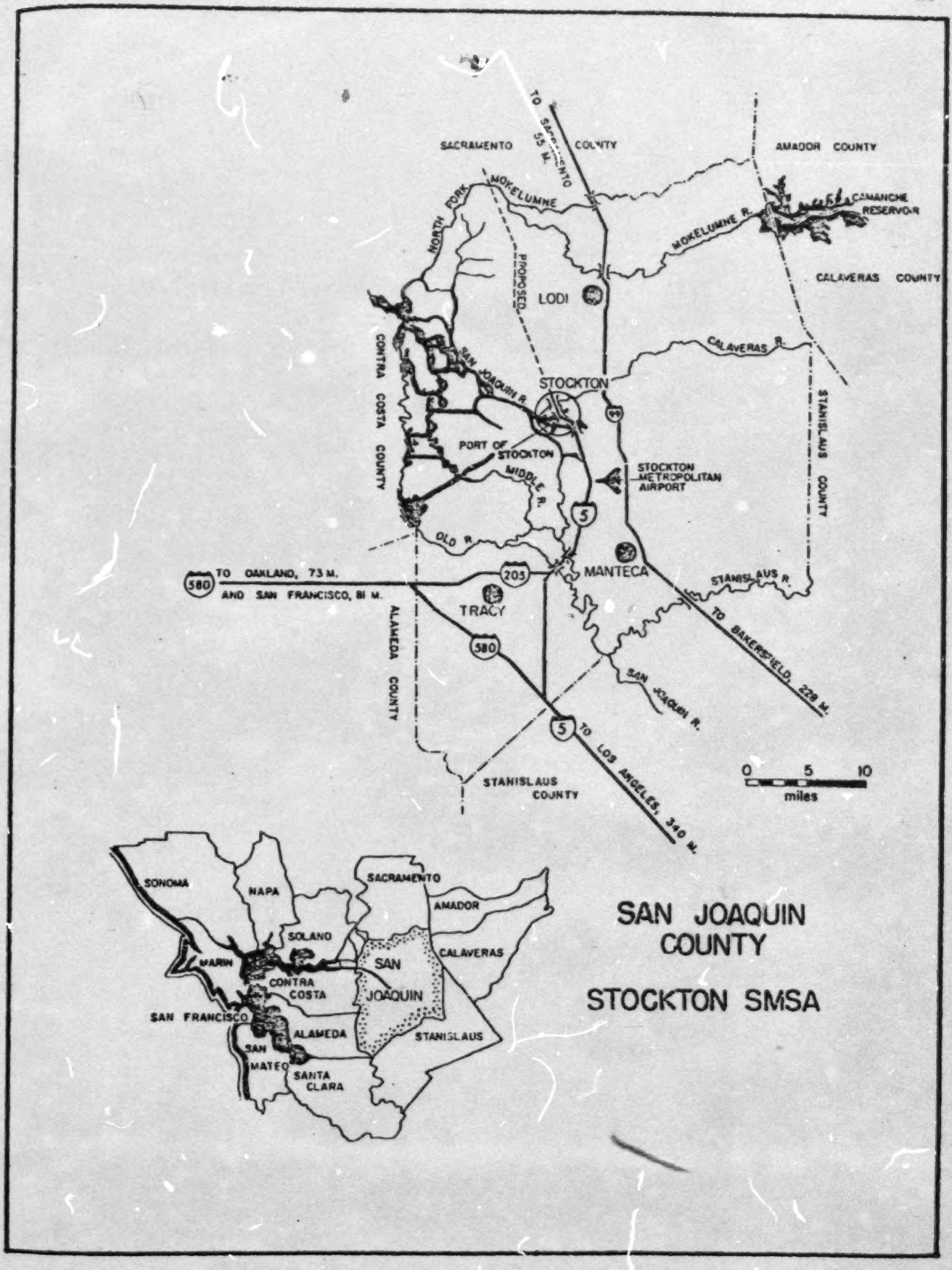
	1975	1980
Elementary Teachers	2650	2689
Pre-School Workers	241	254
Psychologists	63	78
Social Workers	1089	1238
Child Care Private Nurseries	280	319
Child Care Workers Domestic	422	367
Nurses	1710	1927

JOB OPPORTUNITIES RELATED TO CHANGE AND REPLACEMENT--CHILD DEVELOPMENT TRAINING

STOCKTON--SAN JOAQUIN COUNTY AREA

REPLACEMENT COMPARATIVE STUDY

	1975	1980
Elementary Teachers	39	641
Pre-School	12	69
Psychologist	15	9
Social Workers	149	231
Child Care Private Nurseries	38	97
Child Care Workers Domestic	-54	+159
Nurses	217	493


SACRAMENTO COUNTY
AMADOR COUNTY
TO SACRAMENTO 55 M.
NORTH FORK MOKELUMNE
MOKELUMNE R.
CAMANCHE RESERVOIR
CALAVERAS COUNTY
PROPOSED
LODI
CONTRA COSTA COUNTY
SAN JOAQUIN R.
CALAVERAS R.
STOCKTON
STANISLAUS COUNTY
PORT OF STOCKTON
MIDDLE R.
STOCKTON METROPOLITAN AIRPORT
OLD R.
TO OAKLAND, 73 M.
AND SAN FRANCISCO, 81 M.
MANTECA
STANISLAUS R.
TRACY
ALAMEDA COUNTY
TO BAKERSFIELD, 229 M.
SAN JOAQUIN R.
TO LOS ANGELES, 340 M.
STANISLAUS COUNTY
0 5 10
miles
SONOMA
NAPA
SOLANO
MARIN
CONTRA COSTA
SAN FRANCISCO
ALAMEDA
SAN MATEO
SANTA CLARA
SACRAMENTO
AMADOR
CALAVERAS
SAN JOAQUIN
STANISLAUS
SAN JOAQUIN COUNTY
STOCKTON SMSA

DEMAND FOR IN-SERVICE TRAINING

An expanded child development center at San Joaquin Delta College would make it possible for the laboratory to serve the vocational majors enumerated above and also in-service training for the following:

1. Migrant center aides
2. Cooks
3. Operators foster care homes
4. Satellite homes (operated by S. U. S. D. and other school districts)
5. Delayed development--home participation
6. Head Start workers
7. Adult education parent participation

PARENT PARTICIPATION

The expanded child development center will serve as a laboratory for training in parenting courses: mothering, fathering.

Television classes in parent effectiveness.

Required parent participation classes for all student parents who use the laboratory.

THE CHILD DEVELOPMENT CENTER

A Laboratory For Many Classes

1. Bilingual and bicultural education
2. Nursing
3. Psychology
4. Sociology
5. Ethnic Studies
6. Nutrition (foods for children)
7. Home Economics

The Child Development Center (continued)

At present there are no nearby colleges which provide campus laboratory training for students in full-day child care or with infants and toddlers; yet, there are employers looking specifically for persons with these skills (i.e., child care centers, migrant education). This would include a program in which children are fed, napped and cared for during the entire day spent in the center. The nearest colleges with these programs are Sacramento City College and Diablo Valley College.

CONSORTIUM OF COLLEGES

Mr. Robert Morrow of University of the Pacific and Mr. Ken Schrobel of Stanislaus State College have indicated that the laboratory facility provided by the expanded child development center would provide a resource for upper division work for majors relating to child development.

ALTERNATIVE FACILITIES DESCRIBED

It is recommended that the present child development center staff be increased to accommodate children during the hours 12:30 - 5:00 p.m.

Opening during the afternoon hours would help to serve the student parents on the waiting list.

FACILITIES FOR AN EXPANDED CHILD DEVELOPMENT CENTER

Alternative facilities have been reviewed by Mrs. Alice Harris and Mrs. Tena Carr instructors in the Early Childhood Education Program at San Joaquin Delta College.

Facilities considered were as follows:

1. Relocatable portable
2. Trailer
3. Off campus facility

An on-campus location would be desirable not only for the children and student parents, but also for the students observing and using the facility as a laboratory for related classes.

RECOMMENDATIONS FOR FINANCING

In addition to the increased number of contact hours which would be generated for the college (see section on OTHER COLLEGES pages 19-29), it is recommended that the college investigate the sources of funding listed on pages 14-17 of this report.

IT IS ALSO RECOMMENDED THAT:

1. The center be used as a training laboratory for those in child development. At present no nearby college offers vocational training in infant/toddler or full-day child care. A full day program offers a complex situation for students, so that it would be well to encourage students to make use of it as a second laboratory experience, for particular purposes (i.e., gross motor activities) or during low use or stable use hours.

2. Prior to the establishment of an expanded child development center, the existing advisory committee should work with the college staff on establishing basic policies.

3. If the college is interested in obtaining State Department of Education funds, a letter of intent be sent immediately.

4. That the center be established as a Family Resource Center with support services and parent education programs for participating families.

5. Decisions on infant care and a hot lunch program be postponed until the end of the first year of operations.

FAMILY RESOURCE CENTER

It is urther recommended that the expanded child development center serve as a family resource center:

1. Provide student parents and others with family life courses including parent education which would meet the needs of working parents.

2. Provide training and resources for members of the community involved in family day care and foster home care.

3. Providing meaningful, well-supervised campus employment to work study and work experience students.

4. Meeting the needs of child development majors who desire extended experiences and who cannot participate in community programs because of lack of transportation.

NO HANDOUT

It is recognized that it will be a real privilege for children to be selected for services provided by the expanded child development center; therefore, it is recommended that student parents be expected to pay fees on a sliding scale based on ability to pay; and that the student parents participate in parenting courses and volunteer services if possible. The Women's Program Committee recommends that priority be given to students enrolled for 12 or more units and that the selection process be worked out by the personnel in the Child Development Center.

HEADS OF HOUSEHOLDS

The information on pages 9 and 10 shows that a large percentage of women in San Joaquin (especially in the minority groupings) are heads of households. Many of these woemn are under 25. In order for them to complete an education and to be removed from the welfare rolls, they need occupational training.

OVERCOMING INERTIA

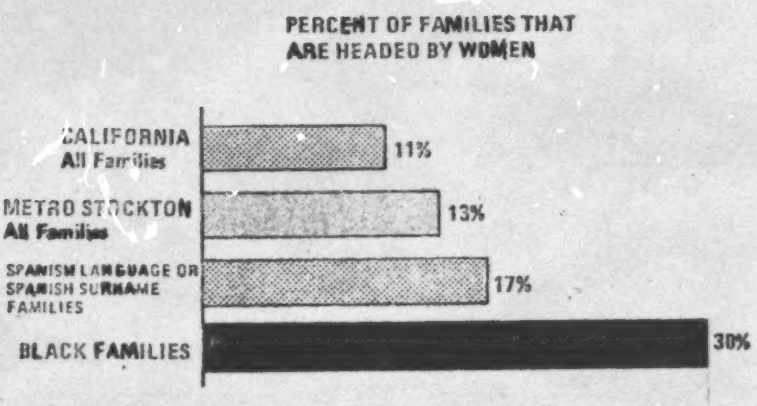
It is recommended that the expanded child development center be given priority in planning and that the Shima Child Development Center be staffed from 12:30-5:00 p. m. in the spring semester, if possible.

It is further recommended that an appropriate committee be appointed to investigate alternative facilities including cost, location, educational requirements, and garden surfaces and that a report be made to the Superintendent-President no later than December 15, 1976.

Racial/Ethnic Comparative Analysis of the Child Population[1]

	# All Children	% Living With Both Parents	# Poor Children	% All Children	% Living With Both Parents	# Poor Children As % Total Population
California	6,591,683	81%	834,495	13%	45%	4%
Stockton - All	54,524	82%	11,391	21%	40%	6%
Black	6,477	52%	2,695	42%	25%	19%
Spanish	14,054	76%	3,868	27%	45%	13%

FEMALE-HEADED FAMILIES: INCOME & POVERTY



The proportion of families headed by a woman is somewhat larger in Stockton than for the State as a whole, particularly for Stockton's Black families. In Stockton, female-headed families account for 13% of all families as compared to 11% of the families in the State as a whole. Among the major ethnic and racial groups, 17% of the Spanish language/Spanish surname families were headed by women, and 30% of the Black families.

The average income for local female-headed families is $1,200 less than the state-wide average (Stockton $5,330, California $6,527). Average incomes for

[1] From 1970 Census

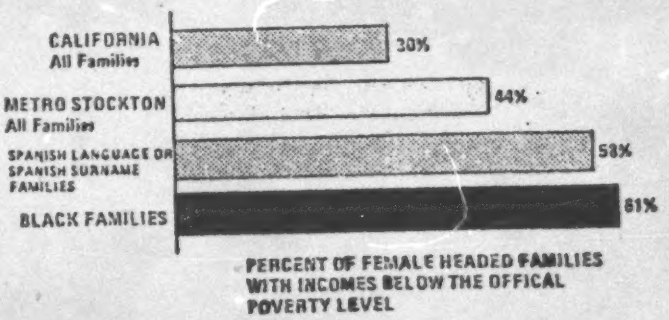
Black and Spanish language/surname families headed by women were lower still, from $2,300 to $2,450 under the State figure. Though incomes are lower for female-headed families among Stockton's two main racial/ethnic groups, the percentage of such families with children, especially young children, is substantially higher.

Racial/Ethnic Comparative Analysis of[1]
Female-Headed Families, Their Children & Their Average Incomes

Number	Number of Female Heads	Mean Income	% With Children Under 18	% With Children Under 6
California	574,936	$6 527	70%	29%
Stockton - All	5,609	$5,330	71%	32%
Black	945	$4,082	86%	51%
Spanish	1,216	$4,199	83%	44%

Female-Headed Families in Poverty

As shown in the graph, the incidence of poverty is exceptionally high for families headed by women. At the state level, slightly less than 1 out of 3 (30%) female-headed families was living in poverty at the time of the census. In the Stockton Metropolitan area, nearly half the families headed by women were poor (44%). Close to 60% of all female-headed families among the Black and Spanish surnamed population had incomes below the federally designated poverty level. Moreover, 88% of all female-headed families that were poor had children, and among the two ethnic minority groups this ratio ran to well over 90%.



Racial/Ethnic Analysis of Female-Headed
Families in Poverty & Their Children

Number	# of Poor Female-Headed Families	% Poor With Children Under 18	% Poor With Children Under 6
California	171,563	91%	51%
Stockton	2,442	88%	48%
Black	579	95%	61%
Spanish	706	93%	56%

[1]

PROJECTED BUDGET COSTS [1]

1. Capital facilities - Depends on purchase cost of a relocatable unit or costs of renovating on existing facility. Many programs pay for costs through lease-purchase arrangements.

2. Capital equipment - Estimate reflects the cost of purchasing an ample supply for 30 children.

Outdoor	Estimated Cost
Climbers, slide, etc.	$1,000
Trikes, wagons, etc.	800
Sandbox	40
Small equipment, (i.e. balls)	50
Sub-total	$1,890

Indoor	
Mats (30	$ 150
Tables (5)	350
Chairs (40)	400
Bookcase, shelves, cubbies, dividers, etc.	1,000
Sub-total	$1,900

Materials	
Music	$ 200
Books	200
Block	400
Creative Play	500
Carpentry	200
Manipulative Play, science, math	400
Sub-total	$1,900

[1] Budget prepared by Tena Carr, Instructor, Child Development Center

PROJECTED BUDGET COSTS (continued)

*Kitchen Supplies if hot lunches are served

Stove (not institutional)		$ 500
Refrigerator		600
Table		50
Chair		25
Eating utensils (plates, glasses)		150
Preparation utensils (pots, knives, etc.)		250
	Sub-total	$1,575

Office Supplies

Desk		$ 125
Table		200
Chairs (6)		200
Typewriter		350
Cot for sick child		25
File cabinet		100
	Sub-total	$ 975

Capital Equipment Summary

Outdoor		$1,890
Indoor		1,900
Materials		1,900
Office		975
Kitchen		1,575
	TOTAL	$8,230

3. Operating Costs

a. Supplies: Approximately $6,500

Instructional	$2,000
Cleaning	200
Office	150
Utilities*	1,300
Insurance*	150
Maintenance	400
Kitchen supplies**	500
Health supplies	25
Equipment replacement	100
Snacks	1,600
	$6,425

*Depends on college's arrangements
**Would be absorbed if state funding for food were arranged.

PERSONNEL: Personnel costs for staffing the center would depend upon the amount of student and parent involvement. The greater this involvement, the lesser the cost.

W/O Student, Parent Involvement: 10 Month Basis

Certificated Director (Administer Center, teach related courses)	$15,000 (approx.)
2 Full-time Head Permit Teachers (6hrs/day @ $550/month)	5,500
*2 75% Aides @ $450/month	9,000
1 20% Clerk (bookkeeper skills) @ $450/hr.	1,600 (approx.)
*Additional student help	1,000
Substitute budget	500
Maintenance	800
	$50,400

*Could be eliminated by using students, parents as teachers.

FUNDING

1. FEDERAL FUNDING

   a. HEW

      Child and Family Services Act.

   b. CETA

      (1) CETA can fund positions (both professional and training).

      (2) CETA can fund training programs and has done so in some areas. Possible training programs for this area might include infant/toddler care, bilingual programs, full-day child care.

   c. ROP FUNDS

   d. BILINGUAL FUNDS

      The bilingual child development program could be based around the child care center. The center could serve as a model bilingual/bicultural center.

   e. VOCATIONAL EDUCATION FUNDS

      Some programs have used funds to build facilities. Funds could be used to support training as well as service to students.

2. STATE FUNDING

   a. State Department of Education - Child Development Unit

      (1) Campus Child Care Money

      These funds are very limited and now fund only 19 community college programs (including one program run through the county superintendent of schools office). New legislation is being written to increase these funds so there is a possibility of funding for next year. These funds will pay for up to $1.14/child/hour. Families pay on a sliding scale and may earn up to 120% of California's median income. These funds

2. STATE FUNDING (continued)

(1) Campus Child Care Money (continued)

must be matched by local funds (25%). The local funds must not be from the college's general fund. They may be Community Service Tax funds, Child Development Tax funds, student government funds, parent fees, or local community funds.

Children who do not qualify for funds may be co-mingled into the program, but must pay full cost. (If the college paid for some costs, this is considered a separate budget so that the costs for families would be reduced.)

b. State Money for Model Programs

From year to year, some money is available for pilot programs. This might be a source of future funding in order to develop a special aspect of the program.

c. State Money for Nutrition Component (Lunch and Snack)

Monies are available for campus children centers. Special money is available to fund purchase of equipment. After the facility is established, money is available for food and food preparation (i.e. cook's salary) and supplies. The money is based on cost/child. Children are certified as qualifying for free lunches. If the program does not want to certify children, 12¢/child/day is awarded.

The money is in addition to the $1.14 one receives through STE-CDU funds and is in no way tied to use of state funds.

3. COMMUNITY MONEY

This research has found only one example of community money partially supporting a program (a case in which a service organization provided hot lunches).

A center might apply for money from revenue sharing funds, United Crusade, local service organizations, foundations and corporations.

4. PARENT FEES

Most programs charge part of the cost to the parent. In state funded programs, parents pay on a sliding scale. Some locally funded programs have their own sliding scale.

In other programs, costs range from 50 to 75¢. Some programs charge less for the second/third child. Most programs which charge a flat fee offer some financial aid (from student government funds) administered through the Financial Aides Office.

Programs charging 50¢/hour (approximately 30 children) generate $10-12,000.

5. COLLEGE MONIES

a. Student Government

Many contribute to the program directly, or in the form of financial aid. One student government council allotted income from a student lounge game machine. (This seems like a way to insure on-going funds from student government.)

b. College Money: General/Instructional Funds

Many directors indicated that the ADA generated by the use of the center as a lab was considerable. (See reports from OTHER COLLEGES page)

Centers often provide a laboratory experience for students in a variety of departments. (College funds can be used only for services to students, not children.)

Many campuses report that the center logically generates new courses, i.e., courses for administrators of child development programs.

5. COLLEGE MONIES (continued)

c. Community Service Tax Funds

This research found only one district currently using these funds (Contra Costa). A good case could be made for the use of such funds if the center served as a Community Family Resource Center; or if it provided training for day care homes or foster care homes, etc; of if it were open for drop-in care during college events (sports, drama, etc.).

d. Child Development Fund

Section 16749-50 (Appendix E) of the Education Code empowers the college district to levy a special tax for the establishment of child development services. Revenue may be used to purchase real property and fixtures, make alterations, purchase furniture and equipment, as well as to carry out its program.

The following is a partial list of college districts which have levied a tax. A few of these have levied it for a specific period of time in order to raise money for a building.

College District	1975-76 Tax
Hartnell	.025
Kern	.0025
Los Angeles	.005
Marin	.003
Mt. San Antonio	.0051
Napa	.01
Peralta	.0650
Redwoods	.005
Rio Honda	.0184
Cabrillo	.0050
Shasta	.0100
Santa Barbara	.027

Los Rios and Ventura Districts have levied a tax (personal communication). Contra Costa uses Community Service Tax monies (personal communication).

COMMUNITY RESOURCES

CHILD CARE--PUBLIC

In the summer of 1976 a committee representing the American Association of University Women made a survey to determine the need for an expansion of services for the children of student-parents at Delta College. The results of the survey were reported by Mrs. Maxine Garrigan and Miss Lucile Wirth as follows:

The subsidized day care and the mini-satellite program of the Stockton Unified School District and the Lodi Unified School District serves some Delta students but have a waiting list during the school year of approximately 20 children per school.

Mrs. Evelyn Wilson, Supervisor of the Children's Center Program for S. U. S. D. reported that they now serve:

3 group care--each having two components
14 satellites and will soon have 3 more

They do have waiting lists: no present vacancies; however, if mother comes in with papers ready and has a job, all efforts are made to place the child. Aid for dependent children comes first.

Break down on numbers:

Group care:	240 children aged 2-5
	190 slots for 5-14
14 Satellites	20 infants aged 6 to 24 months
	46 children aged 2 to 5 years
	10 children aged 5 to 14 years

CHILD CARE--PRIVATE

Most parent students cannot afford the fees for private day care and are leaving children wherever they can find an adult. (Costs range from $2 for half-day to $5.75 for full-day, with most centers charging $5 per day.) Few openings are reported and several centers reported waiting lists. When their planned services break down, they leave school or bring the children with them, sometimes leaving them in the car for a class period.

CHILD DEVELOPMENT CENTERS--OTHER CAMPUSES

SUMMARY OF CONVERSATIONS WITH DIRECTORS OF COMMUNITY COLLEGE CHILD DEVELOPMENT CENTERS:

1. Directors felt that program should be tied to instructional program. Many stated that certificated director up-grades program and provides continuity between lecture and laboratory.

2. Directors felt that infant/toddler care was an important consideration. The programs which have it are enthusiastic.

3. All directors stressed the importance of providing a quality program for the children - one which supports their social, emotional, cognitive, and physical development. They felt that this example was an important part of their parent education component.

4. There were differences of opinion regarding use of state funds. In part, these reflected income level of students; in part, perhaps, personal bias on record-keeping, etc.

[1]Summary prepared by Mrs. Judith Van Hoorn, Head Start Program, Stockton

College: CABRILLO

Contact Person: Nancy Andreason - Instructor

Children/hr.	34
Children served	60
Budget	$50,000 (approximately) not including director, 1 teacher, and part-time clerk.
Funding	Child Development funds Instructional budget Parent fees
Fees	Sliding scale $10 - $55/mo.
ADA	This serves as the only laboratory program. Much ADA is generated.
Parent Participation	Some generates ADA. Many parents do not have time to participate. They are required to put in 8 hrs./semester on various center related work and to come to meetings.

College: DIABLO VALLEY

Contact Person: Sue Nurock, Director/College Instructor

History	Began spring, 1972
Function	Combined laboratory and child care center (total: 120 families served)
Children/hr.	35
Age	3-5 years, toddler program MWF 9-1 p.m.
Parent Participation	2 hrs/wk. seminar. Parents do clerical and janitorial work. Parents serve on Parent Board.
Board	Parent Board is part of instructional program.
Staffing	Director - Family life, 9 units (time to direct center)
	Teaches: Parent Board Parent "Rap" session Nursery School Teaching Exploratory Teaching
	1 full-time teacher (supervisory permit) ($900-$1100/mo.)
	4 75%-time teachers (approximately $600/mo)
	$3000 for student help on hourly basis
Budget Costs	$66,000 $51,000 salaries $15,000 operational
Budget Income	Parent/fees (parents collect them) 50¢/child = $12,700/yr.

Sliding scale depending on income:

$350 or less/mo	0/hr.
$351 - $450	5¢
$451 - $550	10¢
$551 - $650	20¢
$651 - $750	30¢
$751 - $850	40¢
$851 or more	50¢

Parents may use center a maximum of 20 hours without permission of director.

College: FOOTHILL

Contact Person: Betty Brown

Began	1969-70
Children	Serve total of over 300 families
Laboratory	Yes, have certificated people on staff. Generates over $100,000 ADA. Staff have preparation time off.
Cost	Now $1.60/hr. (because of low attendance hours)
Funds	STE - CDU Tax override Parent fees (generates over $20,000)

College: FULLERTON

Contact Person: Karen Davies, Director

In operation	2 years
Hours	7:30 a.m. - 3:30 p.m.
Fees	$4.50 full day $2.50 half day Sliding scale for low-income students (Student government money administered through Financial Aides Office) College $15,000 fees Student government allocates $5,000

College: MERCED

Contact Person: Mrs. C. Pitzer, Director-College Instructor

In operation	3 years
Funds	College will be building new $93,000 building and equipping it. ASMC $2,500 for low income students administered through Financial Aides Office. Student fees 60¢/hr.
Staffing	Certificated director - 2 hours 2 half-time teachers @$7.92/hr plus benefits Work study students
Hours	Morning and afternoon sessions
Children	Students' children served first Community 35/hr.
ADA Generated	Yes

College: NAPA

Contact Person: Ester DeMingo, Director

Children served	58
Number/hour	34
Hours	6:30 a.m. - 10:30 p.m. normally. At present, open until 4:30 p.m.
Hot lunches	Yes
Funding	Tax override ($.001) ($23,000) State funds OCD - CDU Parent fees - Approximately $19,000 (Much of this now funded through state)

College: ORANGE COAST

Contact Person: Glenda Riddick, Instructor

History	Started 1971
Number children	70 (in two facilities)
Age	18 months - 10 years
Hours	7:45 a.m. - 10:15 p.m.
Funding	Parent fees (50¢/hr.) In-kind from district i.e., electricity, land Student government load of $800
College courses	Practicum for instructional associate program
Staff	4 teachers Student assistants

College: OXNARD

Contact Person: Julie Peters, Director-College Instructor

Number children	35
Hours	8:00 a.m. - 4:00 p.m. (afternoon hard to fill)
Parent Participation	Yes (many work off fees through participation)
Staff	J. Peters given 1/5 release time to develop and coordinate program. Has full-time director and 2 part-time aides.
Budget	$10,000/4½ months
ADA	Yes
Funds	50¢/hr. 35¢/hr. second child (Board has passed override tax for next year)

College: PALOMAR

Contact Person: Ruth Clothier, Director-College Instructor

Children/hr.	40 20 pre-school 10 infants 10 toddlers
ADA Generated	Yes. Used as a lab program. ADA generated is far greater than expenses.
ROP Program	Director teaches ROP classes and has release time for lab.
Funds	Override tax Campus children's center (60% eligible) Parent fees - Sliding scale (had been charging 55¢/hr. previously)

(College President, Dr. Huber, very supportive of program.)

College: SACRAMENTO CITY

Contact Person: Ruth Hultgren, Director

Children	Infants, toddlers, preschool At 3 centers 60 children/hr.
Funds	SDE - CDU (Childrens' Center) Next year, tax override.
Laboratory	Yes/20 ECE trainees (Director is classified)
Hours	7:30 a.m. - 4:30 p.m.
Staffing	Director/Head Teacher 1 Senior Teacher 1 75% Senior Teacher 2 75% Associate Teachers 12 Work study students

College: SANTA ANA

Contact Person: Barbara Hartman, Director/College Instructor

Function	Serves as laboratory for Children Development majors, part day program, full day program for children.
Staffing	Certificated Director 9 units for directing 6 units for teaching: observation practicum administration course 3 head teachers @ $900/mo. 3 teachers @ $480/mo. Aides and students (Need full-time director)
Funds	Parent fees - 60¢/hour College funds Vendoring funds (community agencies)
Age of Children	$2\frac{1}{2}$ - $5\frac{1}{2}$ years
Number	45/hr.

College: SANTA BARBARA CITY

Contact Person: Joanne Henrick, Instructor

Number	47/hr.
Funding	Tax override Parent fees
Staff Pattern	Director 3 teachers Work study students Laboratory students

Summary of Persons Contacted:

A. Information on other programs:

Diablo Valley	Sue Nuroch
Santa Ana	Barbara Hartman
Marin	Charlotte Jenkins
Cabrillo	Nancy Andreason
L. A. College District	Mr. Johnson
Merced	Mrs. Clyteus Pitzer
Sacramento	Ruth Hultgren
Chaffey	Beverly Benjamin
Palomar	Ruth Clothier
Santa Barbara City	Joanne Hendricks
Foothill	Betty Brown
Oxnard	Julie Peters
Fullerton	Karen Davis
San Mateo	Clifford Denny
Campus Child Care	
Newsletter Editor	Linda Almdale
Past Editor	Sue Brock
Children's Lobby	
Migrant Education	Toni Lindeman

B. State Funds

Child Development Unit	Sally Hinton
School Lunch Program	Elizabeth Klinger
Chancellor's Office:	
Financial	Mary Pueschel
Student Services	George Hall

C. Federal Funds

HEW (Education)	Mary Lewis

Summary of Persons Contacted: (continued)

D. Stanislaus County

Planning Department	Mike Brimer
Modesto City Schools	Nancy Armel
	Frank Jeans
County Schools	Lee Brooks
	Carol Robson
Public Assistance	Bertha Lee Kuderma

E. Campus

Home Economics	Dorothy Hulst
Women's Faculty Meeting	
Student Government	
EOPS	Henry Martin
	Robert Elam
Student Services	Sal Morales
Bi-lingual Vocational Education	Arthur Barba
CETA	Cinda Wallach
Community Services	Don Roe

Information on Other Campuses:

"Community Colleges recognize their obligation to provide children's centers as a necessary support service. A campus children's center is as essential as health service, food service, placement service, a counseling office and a book store...."

Campus Children Center's Sample Proposal, 1974 Division of Educational Planning and Development Los Angeles Community College District.

The following is a list of some of the community college campuses which offer a child development center:

Bakersfield
Barstow
Cabrillo
Cerritos
Cerro Coso
Chabot
Chaffey
College of Marin
College of the Redwoods
Compton
Cosumnes
Cuesta
Cypress Valley
Foothill
Fullerton
Gavilan
Golden West
Grossmont
Indian Valley
Lassen College
Los Angeles Colleges
Los Medanos
Merced
Monterey Peninsula
Moorpark
Mt. San Antonio
Napa
Ohlone
Orange Coast
Oxnard
Palomar
Palo Verde
Peralta Colleges (4)
Porterville College
Riverside
Sacramento
San Diego District (3)
San Francisco
San Jose
Santa Ana District
Santa Barbara City
Santa Monica
Santa Rosa
Shasta
Southwestern College
Sierra
Ventura
Victor Valley

UNIVERSITY OF CALIF.
LOS ANGELES

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CLEARINGHOUSE FOR
JUNIOR COLLEGES